DOCUMENT RESUME

ED 250 555 CE 040 110

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TITLE Pre-Employment and Work Maturity Competencies for JTPA Youth.
INSTITUTION Los Angeles Unified School District, Calif.
PUB DATE 30 Jun 84
NOTE 111p.; For related documents, see CE 040 111-113.
PUB TYPE Guides - General (050)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Behavioral Objectives; Competence; Employment Interviews; Employment Potential; Evaluation Criteria; Job Application; *Job Performance; *Job Search Methods; Money Management; *Prevocational Education; Secondary Education; Student Evaluation; *Vocational Adjustment; *Vocational Maturity; *Work Attitudes; Writing Skills
IDENTIFIERS *Job Training Partnership Act 1982; Work Habits

ABSTRACT

This collection of competency statements deals with the preemployment and work maturity skills that Job Training Partnership Act (JTPA) youth should have before seeking employment. Addressed in the individual sections of the volume are the following skill areas: preemployment employer expectations; application writing skills; interview skills; procedures for conducting a job search; ways of accepting, declining, and leaving employment; development of work maturity skills; awareness of financial management services; and identification of the attributes that enhance an employee's ability to retain employment. The eight sections of the guide include series of subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. (MN)

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# PRE - EMPLOYMENT AND WORK MATURITY COMPETENCIES

FOR

JTPA YOUTH

June 30, 1984

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## PREFACE

The Pre-Employment and Work Maturity Competencies are presented in eight competency statements, or goals, shown in two sections as follows:

Section 1: PRE-EMPLOYMENT SKILLS

1) pre-employment employer expectations
2) application writing skills
3) interview skills
4) conducting a job search

Section 2: WORK MATURITY SKILLS

5) accepting, declining, and leaving employment
6) development of work maturity skills
7) awareness of financial management services
8) identification of employee attributes which enhance the trainee's ability to retain employment

Each competency statement is defined by one or more "indicator" statements. Indicator statements are performance objectives, which, upon attainment, will establish competency for the stated goal.

Indicator statements are further qualified by a series of "benchmark" statements. A benchmark is an observable behavior. Benchmarks describe what the trainee will do to prove that he is demonstrating achievement of the performance objective. Benchmarks are an end result, they do not describe how the trainee learned the behavior, they only state what the behavior is. There may be one or more benchmarks (behaviors) for each indicator statement (performance objective).

Benchmark statements are followed by an "assessment" statement. The assessment statement describes how the observer determines that the

benchmark is achieved. Assessment statements establish the criteria for performance. Instructor, class members consensus opinion, or combination of instructor input and trainee input may contribute to the final determination of evaluation criteria. The assessments that are shown provide the basis for performance evaluation for each benchmark, and may be adapted in the development of various vocational course curriculums.

## USE OF THE COMPETENCIES

The intergration of the material into course curriculums is dependent on the agency providing JTPA training services. Selection of competencies should be based on participant need and compatibility with the course of instruction. The identification of Pre-Employment and Work Maturity Competencies does not attempt to provide input in regards to teaching methodology. The statements present a consensus opinion of optimum skill level for youth entering the work force in the area of pre-employment and work maturity abilities.

## VALIDATION

The competencies were developed from research and direct experience in the instruction of JTPA youth. Validation of the attached material was achieved through a consensus of instructional staff, personnel managers, and employers. Their collective opinion was formed from research and data, which provided the basis for the selection of Pre-Employment and Work Maturity Competencies.

## ACKNOWLEDGEMENTS

Appreciation is extended to the Los Angeles Unified School District's Skill Center Coordinators, counselors and instructional staff who have

provided their time and insight during the research development and data collection stages of this project.

In addition, appreciation is extended to the Skill Center's Industry Advisory Boards, various Los Angeles area personnel managers, and the many individual employers who have given their cooperation and expertise.

Grateful acknowledgement is made of Linda Stites, Word Processing Instructor, and her crew of student word processors who have assisted during the production of materials.

Further acknowledgement is due to the JTPA youth participants who attend the Skill Center's after school, Saturday, and related instruction classes and are demonstrating a genuine commitment and desire to enter the world of work.

SECTION 1 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(1) The trainee understands the meaning of "employer expectations" in relation to job seeking skills and job maintaining skills.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee understands the meaning of "employer expectations" in relation to job seeking skills and job maintaining skills.

INDICATOR: The trainee demonstrates knowledge of attributes of a desirable employee as defined by "typical" employer.

BENCHMARK: The trainee identifies the three primary characteristics of a desirable employee. The trainee indicates that employers want employees who:

(a) have job specific skills.

(b) are dependable.

(c) look professional.

ASSESSMENT: The trainee verbally identifies job skills, dependability traits, and appearance factors.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee understands the meaning of "employer expectations" in relation to job seeking skills and job maintaining skills.

INDICATOR: The trainee knows how to communicate and present himself with the attributes of a capable person in the application of specific pre-employment tasks.

BENCHMARK: The trainee demonstrates the awareness of dependability skills, job specific skills, and appearance skills in the achievement of competencies in the areas of application writing, and interviewing for jobs.

ASSESSMENT: Performance evaluation criteria will include:

The trainee has completed assignments as designated during the vocational training program as related to,

(1) application writing tasks,

(2) employment interviewing tasks,

and has completed tasks to instructor's satisfaction.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee understands the meaning of "employer expectations" in relation to job seeking skills and job maintaining skills.

INDICATOR: Trainee identifies behaviors that aid him in maintaining a job.

BENCHMARK:

(1) Trainee identifies specific behaviors to include punctuality, appropriate attire, grooming and hygiene, attendance, courtesy, and job specific skills.

(2) The trainee is able to offer an explanation as to why the above identified skills will aid him in maintaining a job.

ASSESSMENT: The trainee is able to relate the development of the above stated skills to his own expectations.

SECTION 1 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(2) The trainee will have the ability to complete an employment application.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee reads and understands the questions on an employment application.

BENCHMARK: The trainee identifies the correct meaning for words utilized on employment applications.

ASSESSMENT: The trainee defines the following application vocabulary:

| | | |
|---|---|---|
| application | full-time | selective service classification number |
| available | handicap | |
| blanks | height | |
| bonds | hobbies | sex |
| career goals | maiden name | signature |
| citizenship | military service | single |
| compensation | part-time | skill |
| convicted | permanent | social security number |
| dependents | personal | specify |
| education | personnel | status |
| employee | physical | supervisor |
| employer | position | termination |
| employment | preferred | veteran |
| experience | qualifications | work history |
| former | references | zip code |

Instructor establishes criteria for successful completion.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee reads and understands the questions on an employment application.

BENCHMARK: The trainee completes employment applications.

ASSESSMENT: The trainee's written responses to questions on an employment application are:

(1) Related to the question asked.

(2) Accurate.

(3) Handwriting is legible.

(4) All questions are answered. Where no response is needed, the trainee indicates either "none", dash (—), or NA (not applicable).

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee understands how to complete an employment application.

BENCHMARK: The trainee compiles personal data required to complete and employment application.

ASSESSMENT: (1) The trainee provides the following information written on a summary sheet:

A) Physical Identity

| | |
|---|---|
| name | social security number |
| address | height, weight, eye color, |
| phone number | hair color |
| date of birth | marital status |
| | place of birth |

B) Educational History

high school
college
vocational training

Information provided for each school includes:

name, city, state
dates attended
area of study
hours completed
certificates/degrees earned

C) Work History

name and location of employment
dates employed
kind of business
title of position held
number of hours per week
final salary
duties

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee understands how to complete an employment application.

BENCHMARK: The trainee compiles personal data required to complete an employment application.

ASSESSMENT: continued

Work History (continued)

machines or equipment used
name of supervisor
reason for leaving

D) Position desired.

E) Date available to start work.

F) Hours and days available.

G) Doctor's name and location and phone number.

H) Volunteer experience.

I) Honors, clubs, and special activities.

J) In case of emergency contact person.

name
phone number
address
relationship

K) References.

name
address
phone number
job title

(2) The trainee utilizes his data summary while completing employment applications.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee understands how to complete an employment application.

BENCHMARK: The trainee completes employment applications correctly.

ASSESSMENT: The trainee completes employment applications demonstrating the following:

(1) Trainee reviews application before beginning to answer questions.

(2) The application is written in ink.

(3) The application reflects continuity,

a) handwriting is either printing or cursive
b) responses show correct capitalization and punctuation

(4) The application is presented neatly and cleanly.

a) there are not excessive "cross-outs" or scribbles
b) writing is legible

(5) Answers are appropriate to the questions.

(6) Trainee avoids the use of words such as "fired" and uses words which present himself favorably.

(7) Responses are truthful.

(8) All questions are answered by an appropriate answer, a dash (---), or NA (not applicable).

(9) Trainee provides complete information, including, dates, complete names, addresses, phone numbers, and zip codes.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee identifies personal references.

BENCHMARK: The trainee provides a list of no less than three (3) names of persons which can be used as employment references.

ASSESSMENT: (1) The trainee identifies each reference as follows:

- Name (includes first and last name)
- Job Title
- Place of Business
  - name of company
  - complete address (number, street, city, state, zip code)
- contact Phone Number

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to complete an employment application.

INDICATOR: The trainee identifies personal references.

BENCHMARK: The trainee has permission from his identified references to use them as employment references.

ASSESSMENT: Responses solicited from references provide favorable information about the trainee.

SECTION 1 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(3) The trainee will have an understanding of interview skills.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee identifies employer expectations for a specific job title.

BENCHMARK: The trainee identifies a specific position for which he is qualified.

ASSESSMENT: The trainee states the job title for which he has received vocational training.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee identifies employer expectations for a specific job title.

BENCHMARK: The trainee lists what personal qualities, job skills, and abilities an employer may want as related to a specific job title.

ASSESSMENT: The trainee identifies job specific skills, abilities to enhance his job performance, and personal qualifications related to the targeted position.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee demonstrates awareness of appropriate appearance during an interview.

BENCHMARK: During "mock" interview the trainee selects attire which is appropriate.

ASSESSMENT: The trainee:

(1) does not wear jeans or tennis shoes.

(2) does wear neutral colors, he avoids wearing brilliant colors and bold prints.

(3) he appears clean and groomed.

(4) his hair is combed and conservatively styled.

(5) he wears only a minimal amount of jewelry or no jewelry at all.

(6) women trainees do not wear slacks or jeans.

(7) attire is suitable to the occupation for which he is applying.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee demonstrates awareness of appropriate appearance during an interview.

BENCHMARK: During "mock" interview trainee demonstrates appropriate "body language".

ASSESSMENT: The trainee:

(1) sits upright in his chair.

(2) refrains from leaning on interviewer's desk.

(3) refrains from touching the desk or items on the interviewer's desk.

(4) keeps items he has brought with him in his lap until otherwise instructed.

(5) looks directly at the interviewer, making eye contact, when speaking or listening to the interviewer.

(6) has a relaxed facial expression.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee demonstrates the ability to perform social rituals as related to an employment interview.

BENCHMARK: The trainee demonstrates the ability to greet an interviewer.

ASSESSMENT: During "mock" interview, trainee demonstrates the following behavior as appropriate:

(1) looks at the interviewer making eye contact while,

(2) stating, "Hello, my name is .....", using his first and last name.

(3) When the interviewer offers his hand, the trainee responds by handshaking accordingly.

(4) Or, the trainee offers his hand to the interviewer, while the trainee states his name.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee demonstrates the ability to perform social rituals as related to an employment interview.

BENCHMARK: The trainee demonstrates the ability to leave an interview politely.

ASSESSMENT: Leaving a "mock" interview the trainee demonstrates one of the following behaviors:

(1) Looks directly at the interviewer and thanks him for his time and interest.

(2) Looks directly at the interviewer, offers his hand, and states "Thank you for your time and interest Mr./Mrs./Miss ...."

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops listening skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to sit and listen attentively.

ASSESSMENT: During lectures and other verbal presentations the trainee:

(1) sits in an assigned seat or designated place.

(2) watches speaker/instructor as he lectures.

(3) refrains from "side talking" to others while speaker/instructor is lecturing.

(4) when appropriate, takes lecture notes.

(5) refrains from eating or drinking during lecture.

(6) remains in his seat throughout lecture.

(7) refrains from engaging in nonrelated activity such as, passing notes, writing, or other activity which prevents him from fully listening to speaker.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops listening skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to ask questions related to a subject being discussed.

ASSESSMENT: The trainee asks subject related questions during one or more of the following activities:

(1) Instructor's lecture.

(2) When being instructed on a specific procedure.

(3) When being instructed in the use of a specific piece of equipment.

(4) During instructor's performance evaluation.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops listening skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to recognize when another doesn't understand something he has said.

ASSESSMENT:

(1) During "mock" interview the interviewer interjects a statement which indicates he did not understand the trainee's answer. The trainee voluntarily responds by restating his answer in another way.

(2) When asked to clarify a verbal response to a question the trainee will do any one of the following:

a) restate his answer.
b) restate his answer using different words.
c) use an example to clarify his point.
d) respond with an answer, then ask the person if he has made himself understood.

COMPETENCY AREA: PRE--EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops listening skills to enhance his interview ability.

BENCHMARK: The trainee comprehends interview questions.

ASSESSMENT: During "mock" interview trainee responds with answers which provide information related to the question asked.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops listening skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates ability to summarize his qualifications related to the job for which he is applying.

ASSESSMENT: During a "mock" interview, the trainee will:

(1) Listen to the interviewer describe the job for which he is applying.

(2) Identify his skills related to the described position by verbally summarizing his work history and related vocational training.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to use appropriate language during an interview.

ASSESSMENT: During "mock" interviews the trainee:

(1) refrains from using "slang" terms.

(2) refrains from saying "yeah" and uses "yes" or "no".

(3) refrains from using obscene language or swear words.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to describe his skills in a factual way.

ASSESSMENT: The trainee does two or more of the following:

(1) Makes a list of skills he has attained to include job specific skills, appearance factors, and dependability traits.

(2) Verbally states his attained skills.

(3) Develops a verbal presentation which describes his skills related to a specific occupation.

(4) Verbally describes why his skills will enable him to qualify for employment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to support his statements with evidence.

ASSESSMENT: Trainee develops a presentation to discuss his ability to work in a specific occupation. One or more of the following will be identified:

The trainee states:

1) his work experience is related to the occupation.

2) he has attained skill training in the occupation.

3) he has attained skills related to the occupation.

4) he has interests, hobbies, or achievements related to the occupation which indicate an ability to perform in the job.

5) a justification for why an employer should hire him, which identifies positive qualities of dependability, willingness to learn, and other related abilities.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to use voice qualities of tone, volume, and rate to enhance his speaking skills.

ASSESSMENT:

(1) Instructor led discussion establishes performance criteria drawn from a consensus opinion of class members and instructor. Criteria for performance evaluation includes:

a) rate of speed

b) volume (loudness/softness)

c) tone of voice

(2) Trainee demonstrates satisfactory achievement of voice qualities during one or more of the following:

a) oral presentations to class members

b) demonstrates telephone contact with potential employers

c) during "mock" interview

d) role playing in simulated work environment

e) role playing interviews

f) role playing telephone contacts

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee identifies typical questions that could be asked during an employment interview.

ASSESSMENT: The trainee identifies a minimum of two or more of the following interview questions:

(1) Tell me about yourself.
(2) What skills do you have?
(3) What are your goals in regards to this job?
(4) What vocational training have you had?
(5) What are your strengths?
(6) What are your weaknesses?
(7) Have you ever been employed? What did you do?
(8) What are your interests outside of school?
(9) Are there any questions you would like to ask me?
(10) What type of position are you most interested?
(11) What pay do you expect?
(12) Why do you want to work for our company?
(13) Do you have any references?
(14) Are you looking for a permanent or temporary job?
(15) Do you want full time or part time work?
(16) Have you had any serious illness or injury?
(17) Do you have any convictions?

Instructor will determine how many questions must be identified to complete the benchmark successfully. Trainee may identify additional questions other than stated above, instructor will determine if the trainee's questions relate to an employment interview.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee develops responses to typical questions that may be asked during an employment interview.

ASSESSMENT: The trainee states one (1) response for each of ten (10) typical interview questions as pre-determined by the instructor. The instructor will include the question:

"For what position are you applying?"

Performance evaluation criteria includes:

The trainee:

(1) states a specific position that he desires.

(2) identifies skills, work experience, or interests that relate to skills and abilities needed on the identified job.

(3) identifies vocational training related to the job.

(4) states positive qualities that he can bring to the job to include one or more of the following:

a) "I am willing to learn."
b) "I am reliable, I know I will be able to report to work everyday."
c) "I recognize the advantages in working for this company."
d) "I plan on staying on the job."

(5) responds to questions without hesitation.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops verbal skills to enhance his interview ability.

BENCHMARK: The trainee demonstrates the ability to ask job related questions during an employment interview.

ASSESSMENT:

(1) The trainee develops a list of possible questions that he may ask during an employment interview.

(2) During a "mock" interview, the trainee:

a) asks questions related to the conversation.

b) asks questions related to the job.

c) asks questions without interrupting the interviewer, his timing is appropriate to the conversation.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee prepares for his interview.

BENCHMARK: The trainee describes how to prepare for an interview.

ASSESSMENT: The trainee identifies three (3) or more of the following as steps to take to prepare for an interview:

(1) Plan transportation.

(2) Know the location of the company or office where the interview is being held.

(3) Plan on being early for the appointment.

(4) Plan on going to the interview alone.

(5) Allow enough time for the interview.

(6) Plan interview attire.

(7) Plan introduction to the receptionist, know what you want to say.

(8) Plan what you want to say during the interview, develop possible answers to anticipated questions.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee prepares for his interview.

BENCHMARK: The trainee identifies items which he will bring to the interview.

ASSESSMENT: The trainee lists no less than three (3) of the following items:

(1) pen

(2) pencil

(3) money for bus transportation

(4) money for auto parking

(5) money for lunch or snack

(6) copy of resume or "career passport"

(7) pocket resume (or data summary)

(8) diplomas

(9) vocational training certificates

(10) licenses required for employment

(11) work permits

(12) social security card

(13) driver's license or residency identification card

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops an interview follow-up procedure.

BENCHMARK: The trainee identifies various methods for "follow-up" on an employment interview.

ASSESSMENT: The trainee lists the following methods:

(1) Return visit to the employer.

(2) Telephone call to the interviewer.

(3) Thank you letter to the interviewer.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops an interview follow-up procedure.

BENCHMARK: The trainee states the steps to take when making a return visit to an employer for which he has been given an interview.

ASSESSMENT: The trainee includes the following in his "return visit" procedure:

(1) Appropriate attire is worn.

(2) Asks for the interviewer by name.

(3) Inquires about the status of the vacant position

(4) Restates his interest in the position.

(5) Thanks the person for his assistance.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops an interview follow-up procedure.

BENCHMARK: The trainee develops a telephone script that can be used to follow-up on an interview.

ASSESSMENT: The trainee states the following items in his interview "follow-up" telephone script:

(1) Asks for the interviewer by name.

(2) Restates his name (the trainee).

(3) Restates the title of the position for which he applied.

(4) Makes inquiry regarding the status of the position.

(5) Restates his interest in the position.

(6) Thanks the speaker for his assistance.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee develops an interview follow-up procedure.

BENCHMARK: The trainee develops a post interview letter.

ASSESSMENT: The post interview letter contains the following information:

(1) Restates the name of the applicant.

(2) Restates the title of the position for which he applied.

(3) Restates his interest in the job.

(4) Thanks the interviewer for this time and consideration.

SECTION 1 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(4) The trainee will have the ability to conduct a job search.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify his employment objective.

BENCHMARK: The trainee is able to identify the specific job title for the vocation for which he has been trained.

ASSESSMENT: The trainee states the job title as designated in the vocational training course curriculum.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have an understanding of interview skills.

INDICATOR: The trainee is able to identify his employment objective.

BENCHMARK: The trainee is able to state an employment objective on his resume.

ASSESSMENT: The trainee's stated employment objective is compatible with his vocational training and skill attainment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify his employment objective.

BENCHMARK: The trainee is able to state an employment objective on his "career passport".

ASSESSMENT: The trainee's stated employment objective is compatible with his vocational training and skill attainment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify his employment objective.

BENCHMARK: The trainee states his criteria for choosing a job. One or more considerations for job selection will be identified.

ASSESSMENT: The trainee states one or more of the following criteria for selection of a job:

- desired wages
- desired working hours
- type of industry
- specific position wanted
- alternate positions offered
- desired location of business
- desired advancement opportunities
- the personality requirements for the job:
    - ability to meet people
    - ability to work alone
    - ability to work with others

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify sources for job leads.

BENCHMARK: The trainee defines the terms:

(1) job lead

(2) opportunity

(3) employment agency

(4) job contacts

ASSESSMENT: The trainee provides definitions for the above stated terms as follows:

| | | |
|---|---|---|
| (1) | job lead - | a contact that may signal an opportunity for employment |
| (2) | opportunity - | a chance for something good |
| (3) | employment agency - | a business that helps people to find jobs |
| (4) | job contact - | someone who may be able to help find a job |

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify sources for job leads.

BENCHMARK: The trainee is able to list one or more resources for job leads.

ASSESSMENT: The trainee includes one or more of the following as resources for job leads:

- market survey (using the yellow pages of the phone book)
- State Employment Office
- Civil Service Offices (city, county, state, federal)
- school placement office
- private employment agencies
- temporary employment agencies
- industrial and craft unions
- business associations
- independent job search
- newspapers

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify sources for job leads.

BENCHMARK: The trainee develops job leads in a specific occupational area by contacting one or more employment resources.

ASSESSMENT: The trainee locates job openings in his identified occupational area.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify sources for job leads.

BENCHMARK: The trainee targets employment resources which result in locating a job that is compatible with his stated employment objective.

ASSESSMENT: The trainee makes application for one or more job openings for which he has identified as compatible to his stated employment objective.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee is able to identify sources for job leads.

BENCHMARK: The trainee demonstrates the ability to effectively develop his employment contacts.

ASSESSMENT: The trainee demonstrates that he is doing what is appropriate to effectively develop employment contacts by:

(1) Maintaining a log of his employment contacts.

(2) The trainee submits employment applications with one or more potential employers.

(3) The trainee's contacts result in the scheduling of one or more employment interviews.

(4) The trainee is offered employment during one or more interviews.

(5) The trainee accepts employment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to make telephone contact with potential employers.

BENCHMARK: The trainee develops a telephone conversation script to solicit information from prospective employers.

ASSESSMENT: Performance evaluation minimum requirements for a telephone conversation script are as follows:

The trainee:

(1) asks for the Personnel Department.

(2) states his name.

(3) inquires as to whether the company is accepting applications in a specific occupational area.

(4) inquires as to specific job openings.

(5) identifies the location where he must go to apply.

(6) thanks the person for his assistance.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to make telephone contact with potential employers.

BENCHMARK: The trainee demonstrates telephone conversation skills by utilizing classroom phone to contact potential employers to solicit information.

ASSESSMENT: Criteria for successful performance will be pre-determined by the consensus opinion of class members and instructor.

Criteria will include an evaluation of:

(1) voice control

(2) courtesy

(3) usefulness of information obtained

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to make telephone contact with potential employers.

BENCHMARK: The trainee makes telephone contact with a potential employer and obtains employment information.

ASSESSMENT: The trainee:

(1) has identified a company which is accepting applications for employment in his identified occupational area.

(2) identifies the location, (name of company, street address, city), where he must go to apply.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to make telephone contact with potential employers.

BENCHMARK: The trainee keeps a log of calls made, and records information gotten from specific employers or job resources.

ASSESSMENT: Minimum performance criteria includes:

The trainee records the following in his telephone contact log:

(1) name of employment contact

(2) phone number of contact

(3) name of person contacted

(4) positions that are open and related to his employment objective

(5) where to apply

(6) date contact was made

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee interprets commonly used abbreviations used in "help wanted" ads.

ASSESSMENT: Performance will be evaluated by completion of written exams on specific vocabulary selected by instructor. Instructor will determine passing score.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee identifies the "classified" categories relating to his employment objective.

ASSESSMENT: The trainee lists the "classified" categories which may advertise positions related to his occupational field.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee selects for review newspapers which serve the community in which he is seeking employment.

ASSESSMENT:

(1) identifies the cities where he is interested in finding employment.

(2) identifies by name one or more newspapers which are distributed in each city he has identified.

(3) obtains one or more of the identified newspapers.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee distinguishes between employer ads, agency ads, and special program ads.

ASSESSMENT: The trainee locates and clips no less than ten (10) newspaper ads for each of the following:

(1) employer advertisements

(2) agency advertisements

(3) special program advertisements

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee determines if his qualifications meet the requirements for the advertised position.

ASSESSMENT: The trainee selects and clips one or more ads that are:

(1) in his occupational field.

(2) match his attained skill level.

(3) his work experience is compatible, or

(4) work experience is not specified.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee determines what action he must take to respond to an ad.

ASSESSMENT: The trainee identifies the following as actions he may take to pursue an advertised position:

(1) make telephone contact

(2) contact the employer in person

(3) submit a resume

The trainee will take the appropriate action as designated in a selected ad.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to read and select employment advertisements which correspond to his employment objective.

BENCHMARK: The trainee demonstrates the ability to complete an employment application.

ASSESSMENT:

(1) The application is completed in ink.

(2) The application is presented neatly, accurately and completely.

(3) Writing is legible.

(4) Responses are complete. Dates, complete addresses, zip codes, phone numbers, and full names of references are included.

(5) Words are selected which present the applicant favorably when describing his reasons for leaving previous employment. He avoids using the word "fired".

(6) Responses are truthful.

(7) The trainee completes the application in a "reasonable" amount of time as pre-determined by a consensus opinion of class members and instructor.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee recognizes the need to have with him pertinent documents which may be required during his job search.

BENCHMARK: The trainee identifies job related documents which he may need during his job search.

ASSESSMENT:

(1) The trainee list one or more of the following items:

a) vocational training certificates of completion
b) special licenses
c) driver's license
d) state residency identification card
e) alien work permit
f) school diplomas
g) school transcripts
h) birth certificate

(2) The trainee describes a method which he could use to keep his documents clean, orderly, and readily available.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee develops a resume which is in alignment with his employment objective.

BENCHMARK:

(1) The trainee compiles in writing specific information regarding:

- work experience
- hobbies
- in-school activities
- community activities
- volunteer activities
- family responsibilities

(2) The trainee translates the above information into statements which describe:

- skills
- knowledge
- attitudes
- competencies
- interests

(3) The trainee develops a format to present the above information and to further include specific personal data as follows:

- name
- address
- phone contact
- date of birth
- social security number

(4) Youth, 18 to 22 years of age, develop a resume with the following headings:

- Personal Information
- Education
- Work Experience/Skills
- References

(5) The resume clearly states an employment objective.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee develops a resume which is in alignment with his employment objective.

ASSESSMENT: The completed resume will be evaluated based on the following criteria:

(1) The employment objective is stated.

(2) Complete names and addresses are shown.

(3) The trainee contacted individuals for permission to use them as references.

(4) Job duties are described as skills which can be applied to the employment objective as stated.

(5) The resume is neatly and accurately stated. It is understandable.

(6) The resume compliments the employment objective as stated, and further compliments the overall presentation of the trainee.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee develops a "career passport" which is in alignment with his employment objective.

BENCHMARK:

(1) The trainee compiles in writing specific information regarding:

- work experience
- hobbies
- in-school activities
- community activities
- volunteer activities
- family responsibilities

(2) The trainee translates the above information into statements which describe:

- skills
- knowledge
- attitudes
- competencies
- interests

(3) The trainee develops a format to present the above information and to further include specific personal data as follows:

- name
- address
- phone contact
- date of birth
- social security number

(4) Youth, 14 to 17 years of age, develop a "career passport" with the following headings:

- Personal Information
- Education/Training
- Career Plans (Long/Short Range)
- Educational Plans
- Work Experience/Skills
- References
- Special Strengths/Interests/Abilities

(5) The "career passport" states an employment objective.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee develops a "career passport" which is in alignment with his employment objective.

ASSESSMENT: The completed "career passport" will be evaluated based on the following criteria:

(1) The employment objective is stated.

(2) Complete names and addresses are shown.

(3) The trainee contacted individuals for permission to use them as references.

(4) Job duties are described as skills which can be applied to the employment objective as stated.

(5) The "career passport" is neatly and accurately stated. It is understandable.

(6) The "career passport" compliments the employment objective as stated, and further compliments the overall presentation of the trainee.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates an understanding of the "networking" concept and has identified procedures for the development of a job search network.

BENCHMARK: The trainee writes a paragraph describing what networking is, and how it can support him in achieving his career goals.

ASSESSMENT: The trainee states that networking is identifying names of people and organizations that he may contact, who may be able to assist him with his job search.

The trainee states that networking is a method which can assist him in:

(1) locating job openings

(2) finding out information about his occupational field

(3) developing contacts with professionals in his chosen occupational field

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates an understanding of the "networking" concept and has identified procedures for the development of a job search network.

BENCHMARK: The trainee develops a list of people and organizations that he may contact and communicate his employment objectives.

ASSESSMENT: The trainee has identified no less than ten (10) names of people, and ten (10) names of organizations that he may contact to develop his network.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates an understanding of the "networking" concept and has identified procedures for the development of a job search network.

BENCHMARK: The trainee keeps a log of network contact names, work locations, and phone numbers.

ASSESSMENT: The trainee:

(1) has identified people which are employed in the occupational field of his interest.

(2) network log book is neat and orderly and includes names, addresses, and phone numbers.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates an understanding of the "networking" concept and has identified procedures for the development of a job search network.

BENCHMARK: The trainee develops a script to be utilized for the purpose of obtaining information from his network.

ASSESSMENT: The trainee has obtained one or more of the following:

(1) information about the occupational field.

(2) identified organizations in the area conducting business related to his occupational field.

(3) identified types of employment opportunities that are available, and identified the qualifications for employment.

(4) identified specific job openings for which he may apply.

(5) identified additional names of people that he may contact, thereby, expanding his networking list.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to develop a job search plan.

BENCHMARK: The trainee develops a format for a daily schedule of job search activity.

ASSESSMENT: The job search schedule identifies:

(1) preparation time

(2) gathering leads time

(3) travel time

(4) appointments

(5) telephone contacts to be made that day

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to develop a job search plan.

BENCHMARK: The trainee allows for flexibility in his schedule.

ASSESSMENT: The plan can be adjusted to allow for "follow-up" activities to include:

(1) follow-up calls to contacts previously made,

(2) writing thank you letters for interviews,

(3) completing items from previous day's job search.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the ability to conduct a job search.

INDICATOR: The trainee demonstrates the ability to develop a job search plan.

BENCHMARK: The trainee develops a job search plan that is both reasonable and understandable as related to his employment objective.

ASSESSMENT: An instructor led discussion with class members will develop a consensus opinion to establish reasonable and understandable performance criteria to include:

(1) Trainee indicates appropriate attire is worn during his day's activities.

(2) Trainee allows for adequate travel time between appointments.

(3) Trainee plans are related to his employment objective.

(4) Trainee describes activities in detail, so that, the plan can be evaluated for workability.

SECTION 2 - WORK MATURITY SKILLS

SECTION 2 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(5) The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee demonstrates appropriate behavior when accepting employment.

BENCHMARK: The trainee thanks the employer for hiring him.

ASSESSMENT: During "mock" interview, when offered a job, the trainee acknowledges the interviewer by thanking him for giving him an employment opportunity.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee demonstrates appropriate behavior when accepting employment.

BENCHMARK: The trainee solicits pertinent information regarding the acceptance of employment during simulated practice experience.

ASSESSMENT: Performance evaluation criteria includes:

The trainee's inquiry identifies:

(1) The day and time he must report to work.

(2) The name of the person he must report to on his first day of work.

(3) What special items he must bring with him on his first day of work.

(4) Location of his work site.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee recognizes the value in refusing a job offer politely.

BENCHMARK: The trainee identifies reasons for declining a job offer politely.

ASSESSMENT: The trainee identifies one or more of the following reasons for refusing a job offer politely:

(1) Maintain a rapport with the employer, so that, if the applicant wants to re-apply at a later time, he may do so and may still be considered for employment.

(2) To develop the skill of thoughtfulness.

(3) To develop the skill of being able to identify several reasons for making a decision.

(4) To develop the skill to recognize and select a reason which does not offend another.

(5) To create a positive image of the applicant.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee recognizes the value in refusing a job offer politely.

BENCHMARK: The trainee develops a response for declining employment.

ASSESSMENT: The following criteria will be considered for successful completion:

(1) The trainee's reason for declining employment does not insult the employer, or diminish the value of the offer.

A) The trainee does not make statements such as:

1) "I don't like your company."
2) "You can't pay me enough."

B) The trainee does respond with answers such as:

1) "Thank you for you offer, but I have already excepted employment at ..... Company."

2) "Thank you for your offer, but transportation will be a problem for me, so I won't be able to accept the job, because I do not want to risk not being to work on time."

(2) The trainee acknowledges the employer for offering the job by one of the following:

A) Thanking him for his offer.
B) Stating the offer is a good opportunity.
C) Stating his appreciation for being considered for the position.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job.

BENCHMARK: The trainee lists the three (3) primary reasons an employee leaves a job.

ASSESSMENT: The trainee identifies the following as the primary reasons an employee terminates employment:

(1) voluntary resignation

(2) lay-off

(3) fired

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job.

BENCHMARK: The trainee defines the meaning of:

(1) Voluntary resignation
(2) Lay-off
(3) Fired

ASSESSMENT: The trainee states the following definitions:

(1) Voluntary resignation: The employee decides to leave his job; the worker quits because he wants to, usually to go to other employment.

(2) Lay-off: The company asks workers to leave because they have too many workers and not enough jobs for all of them.

(3) Fired: The employer will not allow an employee to work there anymore, usually because he is not doing the job to their satisfaction.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job

BENCHMARK: The trainee lists the steps to be taken in the event he is laid-off.

ASSESSMENT: The trainee identifies the following steps:

(1) Find out how long the lay-off will be.

(2) Find out what the chances are for being hired back.

(3) Ask for a letter of reference if it is decided to seek other employment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job.

BENCHMARK: The trainee lists the steps to be taken in the event he voluntarily resigns.

ASSESSMENT: The trainee states:

(1) Find out what the resignation policy is in the company.

(2) Give notice to the supervisor verbally.

(3) Write a letter of resignation.

(4) Offer to train someone to take your place.

(5) Thank the supervisor for the opportunity to work and learn on the job.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job.

BENCHMARK: The trainee writes a sample letter of resignation.

ASSESSMENT: The following items will be stated in a letter of resignation:

(1) Employee leaving date.

(2) Reason for leaving.

(3) Thanks for the skills learned.

(4) Acknowledgement and appreciation for the people for whom you have worked.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job.

BENCHMARK: The trainee identifies reasons for why an employee may be "fired".

ASSESSMENT: The trainee identifies one or more of the following:

(1) Reporting to work late or leaving early.

(2) Taking too many breaks or staying too long on a break.

(3) Being dishonest or stealing from an employer.

(4) Missing too many days from work.

(5) Not following company rules.

(6) Not getting along well with others.

(7) Being lazy and not doing a fair work share.

(8) Not willing to train for the job.

(9) Doing messy or incomplete work.

(10) Being too slow or not trying to improve.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee identifies steps to be taken when leaving a job.

BENCHMARK: The trainee lists the steps to be taken in the event he is "fired".

ASSESSMENT: The trainee identifies the following:

(1) Find out from the employer why you were fired.

(2) Discover what you have learned from the experience.

A) Consider what you would do differently.

(3) Develop an explanation for the termination that can be used when applying for a new job.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have the knowledge of employer etiquette as related to accepting employment, declining employment, and leaving employment.

INDICATOR: The trainee recognizes the value in leaving a job according to company policy.

BENCHMARK: The trainee identifies reasons for making the effort to leave a job according to company policy.

ASSESSMENT: The trainee identifies one or more of the following reasons for leaving a job according to company policy:

(1) The employer will appreciate the consideration.

(2) Establish good employment references.

(3) Show a sense of responsibility which reflects a professional attitude.

(4) Allows the person leaving the job an opportunity to recognize and evaluate the benefits gained from having worked.

(5) Employee may be allowed to return to the company if the need should arise.

SECTION 2 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(6) The trainee will appreciate the importance of work maturity skills.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee relates the development of work maturity skills to the achievement of his employment goals.

BENCHMARK: The trainee identifies the three (3) primary work maturity skills.

ASSESSMENT: The trainee lists the following:

(1) Ability

(2) Dependability

(3) Professional Attitude

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee relates the development of work maturity skills to the achievement of his employment goals.

BENCHMARK: The trainee provides a definition for the three primary work maturity skills.

ASSESSMENT: The trainee defines:

(1) Ability: Having talent or acquired skills which enable you to do something.

(2) Dependability: Being reliable, or trustworthy, knowing that you will do what you say.

(3) Professional Attitude: Willing to do a good job, willing to do your best no matter what the circumstances are at work.

COMPETENCY AREA — PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee relates the development of work maturity skills to the achievement of his employment goals.

BENCHMARK: The trainee states his purpose for enrolling in vocational training.

ASSESSMENT: The trainee states two or more of the following:

(1) Employment in a specific occupation.

(2) The skills learned in vocational training qualifies him for employment in a occupational field.

(3) Training relates to a identified long range goal.

(4) Vocational training will provide an orientation to the various industries where he may apply for work.

(5) Vocational training will give him insight as to how and where to look for a job.

(6) Vocational training will teach him how to be successful on the job.

(7) Vocational training will result in being able to obtain a job at a salary level he desires.

(8) Vocational training will allow him to apply for a job that he considers to be interesting and satisfying.

(9) Vocational training will teach him skills.

(10) Vocational training will compliment his other educational goals.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee relates the development of work maturity skills to the achievement of his employment goals.

BENCHMARK: The trainee states how,

(1) the application of his ability,
(2) being dependable, and
(3) having a professional attitude, will assist him during vocational training.

ASSESSMENT: The trainee lists one or more of the following outcomes:

(1) Aide him in learning.

(2) Help him to make friends.

(3) Gain the respect of his instructor and classmates.

(4) Allow him to direct his attention on learning, so that achievement of his goal is accessible.

(5) May allow him to do more work, so that, he may have more opportunities to learn.

(6) Increase his self confidence by knowing what to do, and how to behave.

(7) His willingness to accept responsibility could result in being given a leadership role.

(8) Increase his self confidence because he is doing his best work.

(9) May result in performance evaluations that are favorable, which will establish a record to validate his abilities.

(10) May be able to use instructor as a reference.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee relates the development of work maturity skills to the achievement of his employment goals.

BENCHMARK: The trainee states how,
(1) the application of his ability,
(2) being dependable, and,
(3) having a professional attitude will

assist him on the job.

ASSESSMENT: The trainee identifies one or more of the following:

(1) Gain the respect of his supervisor/fellow workers

(2) Performance evaluations may be favorable which will establish a record to validate his abilities.

(3) May be given a leadership role.

(4) May be given a salary increase.

(5) May be selected for advancement.

(6) May be given more responsibility.

(7) May establish himself as a "good" employee which can provide some job security and potential professional advancement opportunity.

(8) Develop references for use at a later time, when he wishes to change employment.

(9) May be given special privileges, such as, working hours that he wants, desired shifts, special equipment, etc., because he is considered a valuable employee.

(10) Will increase his self confidence because he has decided to be professional, dependable, and apply his abilities, and his success on the job validates his intentions.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee develops behaviors which reflect work maturity skills.

BENCHMARK: The trainee applies his abilities.

ASSESSMENT: The trainee demonstrates one or more of the following abilities during classroom training:

(1) The trainee does his assignments independently.

(2) The trainee goes ahead with assigned work without having to be told.

(3) The trainee demonstrates the ability to instruct others in regards to assignments.

(4) The trainee demonstrates consistency in doing work that is acceptable according to instructor's performance standards.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee develops behaviors which reflect work maturity skills.

BENCHMARK: The trainee demonstrates being dependable.

ASSESSMENT: The trainee demonstrates one or more of the following dependability traits during classroom training:

(1) Being regular in attendance. Performance criteria is established by instructor.

(2) Being punctual. Performance criteria is established by instructor.

(4) Observes and abides by classroom rules. Performance criteria is established by instructor.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee develops behaviors which reflect work maturity skills.

BENCHMARK: The trainee demonstrates trustworthiness.

ASSESSMENT: During classroom training the trainee demonstrates one or more of the following:

(1) Abides by classroom rules.

(2) Instructor does not have to correct trainee for his conduct during class.

(3) Instructor relies on trainee to do tasks such as,

a) taking messages to the principal's office
b) getting equipment from locked rooms
c) answering classroom phone
d) greeting visitors
e) distributing or collecting materials
f) distributing or collecting tools
g) doing special tasks as assigned by instructor

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee develops behaviors which reflect work maturity skills.

BENCHMARK: The trainee demonstrates a professional attitude.

ASSESSMENT: During class the trainee demonstrates one or more of the following as shown under each heading:

(1) Cooperation:

a) does not argue or create disturbances in class
b) does not "tease" others during class
c) refrains from making remarks that are negative towards others during class
d) uses common phrases of courtesy when addressing others such as, "please", "excuse me", or "thank you"
e) is willing to follow instructions given by instructor
f) abides by classroom rules
g) can work with others on team assignments

(2) Initiative:

a) willing to help others
b) willing to do extra assignments
c) his work area is clean and orderly
d) volunteers for special assignments
e) makes suggestions to resolve issues
f) seeks ways to do more

(3) Punctuality:

a) follows procedures related to breaks and lunch hour
b) returns from breaks on time
c) reports to class on time in the morning

(4) Dress:

Wears attire appropriate to classroom dress code.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee develops behaviors which reflect work maturity skills.

BENCHMARK: The trainee completes sample employment forms.

ASSESSMENT: The trainee completes to the instructor's satisfaction the following sample forms:

Employee's Withholding Exemption Certificate (W-2)

Group Insurance Enrollment Card

Personal Data Card (In Case of Emergency Card)

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will appreciate the importance of work maturity skills.

INDICATOR: The trainee develops behaviors which reflect work maturity skills.

BENCHMARK: The trainee reads and interprets a pay stub.

ASSESSMENT: Minimum performance criteria includes the trainee identifies:

(1) hours worked

(2) rate of pay

(3) and computes rate of pay times hours worked

(4) federal taxes withheld

(5) state taxes withheld

(6) other withholdings to include:
- Social Security Insurance
- State Disability Insurance
- employee contributions

(7) total wages paid for pay period

(8) sick leave or vacation time earned (if applicable)

SECTION 2 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(7) The trainee is aware of the availability of financial management services.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee is aware of the availability of financial management services.

INDICATOR: The trainee identifies resources which can assist him in managing his earned income.

BENCHMARK: The trainee identifies organizations which provide financial management services.

ASSESSMENT: The trainee identifies one or more of the following:

(1) employee credit union

(2) savings and loan associations

(3) banks

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee is aware of the availability of financial management services.

INDICATOR: The trainee identifies resources which can assist him in managing his earned income.

BENCHMARK: The trainee identifies types of financial management services.

ASSESSMENT: The trainee states one or more of the following:

(1) savings account

(2) checking account

(3) Individual Retirement Account

(4) money loans

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee is aware of the availability of financial management services.

INDICATOR: The trainee identifies resources which can assist him in managing his earned income.

BENCHMARK: The trainee describes function of a:

(1) savings account

(2) checking account

(3) Individual Retirement Account

(4) money loans

ASSESSMENT: The trainee provides the following minimum information:

(1) savings account: An account where you put money that you will not spend.

(2) checking account:
a) An account where you put money that you intend to spend.
b) A way to keep a record of money spent and where it was spent.
c) A fee may be charged to have a checking account.
d) There are some organizations that offer free checking accounts.

(3) Individual Retirement Account:
a) An account where you put money to spend when you retire from working.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee is aware of the availability of financial management services.

INDICATOR: The trainee identifies resources which can assist him in managing his earned income.

ASSESSMENT: Continued

(3) Individual Retirement Account:

b) Lets you deduct up to $2000 each year from your wages, so that, your income tax is less.

c) You must retain your records of your account so that you can prove the amount you are saving.

(4) money loans:

a) A way to borrow money to buy something that is more money than you can earn at one time.

b) You must pay "interest" on the money you borrow.

c) If you don't pay the money back there are penalties that can be enforced against you.

SECTION 2 PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT:

(8) The trainee will have knowledge of employee attributes which will enhance his ability to retain employment.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have knowledge of employee attributes which will enhance his ability to retain employment.

INDICATOR: The trainee has an identified purpose for obtaining employment.

BENCHMARK: The trainee identifies his reasons for obtaining employment.

ASSESSMENT: The trainee states one or more of the following:

(1) A specific career goal.

(2) Earning money for specific needs.

(3) Specific educational goals.

(4) Wants to learn job skills.

(5) Wants to contribute his skills and abilities as related to working.

(6) Wants to interact with others involved in a work setting.

(7) Wants to develop himself, so that, he will have opportunities that will allow him to do more or have more.

(8) Wants to experience himself as successful.

**COMPETENCY AREA:** PRE-EMPLOYMENT AND WORK MATURITY

**COMPETENCY STATEMENT:** The trainee will have knowledge of employee attributes which will enhance his ability to retain employment.

**INDICATOR:** The trainee has an identified purpose for obtaining employment.

**BENCHMARK:** The trainee identifies personal capabilities which enhance an employees ability to retain employment.

**ASSESSMENT:** The trainee identifies one or more of the following employee attributes:

(1) Being able to accept criticism.

(2) Willingness to follow company rules.

(3) Being willing to do your best.

(4) Being willing to learn more and do more.

(5) Being trustworthy, reliable.

(6) Shows an interest in the job.

(7) Has a cooperative attitude, gets along with co-workers.

(8) Does not allow personal problems to interfere with his ability to work.

(9) Takes initiative.

(10) Is well mannered, and polite.

(11) Is punctual to work, during breaks.

(12) Participates in employee social activities that occur during working hours. (Such as luncheons, treats during break, etc.)

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have knowledge of employee attributes which will enhance his ability to retain employment.

INDICATOR: The trainee demonstrates an awareness of appropriate behavior in a group work setting.

BENCHMARK: The trainee demonstrates courtesy towards others while participating in the vocational training program.

ASSESSMENT: While in attendance during the vocational training program, the trainee:

(1) Refrains from pushing/shoving others, throwing paper, pencils, or other items, acting in a manner that may be judged as silly or immature. Instructor establishes performance criteria.

(2) Confines his work materials to his assigned work place.

(3) Sits appropriately at his desk, or work area.

(4) Does not interrupt others when they are speaking.

(5) When appropriate, demonstrates the ability to engage in "small talk" with others.

(6) Refrains from using obscene language, swear words, or slang words that connote derogatory meaning about others.

(7) Uses common phrases of courtesy when speaking, such as, "thank you", "excuse me", "please", and "your welcome".

(8) Takes responsibility for having the supplies he needs while attending class, does not excessively borrow tools, supplies, or money from others. Instructor establishes performance criteria.

COMPETENCY AREA: PRE-EMPLOYMENT AND WORK MATURITY

COMPETENCY STATEMENT: The trainee will have knowledge of employee attributes which will enhance his ability to retain employment.

INDICATOR: The trainee demonstrates an awareness of appropriate behavior in a group work setting.

BENCHMARK: The trainee adheres the established dress code for the vocational program he is attending.

ASSESSMENT: The trainee selects attire suitable to the vocational course dress code for the occupational area for which he is enrolled.